Chemeketa Community College  
4000 Lancaster Drive NE  
PO Box 14007  
Salem, Oregon 97309-7070

Course Outline

| Course Identification | WR122 | Credits | 4 | Effective Date | 7/10 |

Course Title: English Composition – Argumentation and Research

Total Instructional Hours, for Course, per Term:

- 44 Lecture Hours = 4 Credit(s)
- 0 Laboratory Hours = 0 Credit(s)

Prerequisite Course(s):
Grade of C or better in WR121

Required Text(s):
- The English Program approved textbook

Course Description:
Focuses on the writing of logical, effective, argumentative prose; use of stylistic elements; awareness and consideration for different audiences; research and documentation skills; and critical reading. WR122 is recommended as a prerequisite for WR227.

Performance-Based Learner Outcomes:
Upon successful completion of the course, students should be able to:

1. Academic Discourse and Conventions
   a. Engage in and value a respectful and free exchange of ideas.
   b. Demonstrate active reading of challenging college-level texts, including:
      - Annotation, cultivation/development of vocabulary, objective summary, identification, and analysis of the thesis and main ideas of source material.
   c. Participate in class discussion and activities; speak, read, respond, and listen reflectively, recognizing the stakeholders in an issue.
   d. Appreciate and reflect on challenging points of view through reading and writing; fairly and objectively measure a writer’s viewpoint against personal experience and assumptions and the experience of others.
   e. Understand self as a part of a larger community.
   f. Identify structures of traditional argument (deductive logic), Toulmin (claim, warrant, support), and Rogerian (common ground).
   g. Evaluate elements of argument such as logic, credibility, evidence, psychological
appeals, and fallacies, and distinguish differences among observations, inferences, fact, and opinion.
h. Use appropriate technologies in the service of writing and learning. For example: use word processing tools to prepare and edit formal writing assignments (spell check/grammar check, find and replace); understand the limitations of such tools; locate course materials and resources online; and use online communication tools such as e-mail. Word process and format final drafts with appropriate headings, titles, spacing, margins, demonstrating an understanding of MLA citation style.
i. Demonstrate the ability to use Edited Standard Written English to address an academic audience.
j. Use a writer’s handbook and/or other resources with increasing sophistication for style, grammar, citation, and documentation.

2. Organization, Thesis, and Development
   a. Use argument as a means of inquiry as well as persuasion.
   b. Try more than one organizational strategy in essay drafts considering multiple implications of various claims.
   c. Write well-focused and logically organized essays, using introductions, transition, discussion, and conclusions in which the relationship of ideas to one another is clear.
   d. Support conclusions with evidence by using appropriate outside sources, presenting good reasons, showing logical relationships, clarifying inferences, choosing appropriate language, and using the most convincing evidence for the target audience.
   e. Identify structures of traditional argument (deductive logic), Toulmin (claim, warrant, support), and Rogerian (common ground).
   f. Use the elements of formal argumentation.
   g. Select appropriate methods for developing ideas in paragraphs and essays, such as analysis, facts, explanations, examples, descriptions, quotations, and/or narratives.
   h. Thoroughly develop and support an assertive or argumentative thesis with a balanced and insightful presentation of evidence.
   i. Compose a variety of written arguments including a 2,000-2,500-word research paper.

3. Audience, Purpose, and Voice (Apply Rhetorical Competence):
   a. Evaluate the effectiveness of audience analysis in written arguments.
   b. Identify, evaluate, and analyze tools of persuasive language, such as connotation, tone, slanted language, and irony.
   c. Assess audience’s knowledge, assumptions, beliefs, values, attitudes, and needs and respond with appropriate voice, tone, and level of formality.
   d. Assess and question personal knowledge, beliefs and assumptions.
   e. Make conscious choices about how to project one’s self as a writer.
   f. Articulate varying points of view, particularly opposing ones, in a fair and objective way.
   g. Anticipate and prepare for reactions to written work by audiences outside the classroom.
4. Writing Process
   a. Explore the ideas of others in both informal and formal writing.
   b. Recognize that strong organization, thesis, and development result from a recursive writing process.
   c. Define and focus original and specific topics that reflect curiosity and interest.
   d. Track evolution of ideas in essay drafts and choose the best from among them.
   e. Develop substantial essays through a flexible writing process, making controlled rhetorical choices at all stages, from exploration, research and invention, through drafting, peer review, revision, editing, and proofreading.
   f. Work effectively and collaboratively with other writers to evaluate and revise essays, sharing work in process and providing constructive feedback to others according to established guidelines.
   g. Reflect on own problem solving process and use self-assessment to improve writing.
   h. Work through multiple drafts of several longer pieces of writing with time to separate the acts of writing and revising and improve essay though revision.
   i. Revise essay drafts to emphasize a claim, considering what support is appropriate to the purpose of essay.
   j. Develop discipline and organizational skills necessary to pursue an in-depth writing and research project.
   k. Use available writing assistance.

5. Research and Documentation
   a. Identify gaps in their knowledge and recognize when they need information.
   b. Use library resources, online databases, and the internet to locate information and evidence, recognizing that there are different resources available for different purposes/subjects.
   c. Use some advanced research techniques to locate sources (subject indexes, Boolean search terms, etc.)
   d. Record and organize information resources to track the research process.
   e. Demonstrate an ability to summarize, paraphrase, and quote sources in a manner that distinguishes the writer’s voice from that of his/her sources and that gives evidence of understanding the implications of choosing one method of representing a source’s ideas over another.
   f. Demonstrate the ability to evaluate source material for authority, currency, reliability, bias, sound reasoning, and validity of evidence. These abilities may include but are not limited to: distinguishing between observation, fact, inference; understanding invalid evidence, bias, fallacies, and unfair emotional appeals; distinguishing between objective and subjective approaches.
   g. Assemble a bibliography using a discipline-appropriate documentation style.

Note: Students will produce 4,000-5,000 words of revised, final draft copy, including one researched essay of at least 2,000 words.
Course Content Outline:

I. Academic Discourse and Conventions
   A. Guided discussion and model practices that help students listen to, reflect upon, and respond to the ideas of others
   B. Reading a variety of arguments including peer writing
   C. Recognition of structures of tradition argument (deductive logic), Toulmin (claim, warrant, support), and Rogerian (common ground)
   D. Recognition of elements of argument such as logic, credibility, evidence, psychological appeals, and fallacies, and distinguish differences among observations, inferences, fact, and opinion

II. Organization, Thesis, and Development
   A. Employment of basic structures of formal argumentation
   B. Establishment of sound and valid claim
   C. Selection of appropriate evidence to advance an argument
   D. Avoidance of common logical fallacies

III. Audience, Purpose, and Voice
   A. Adjustment of writing style to address considerations such as reader’s knowledge, assumptions, beliefs, values, attitudes, and needs in the selection and presentation of written arguments
   B. Identification and analysis persuasive language tools, such as connotation, tone, slanted language, and irony

IV. Writing Process
   A. Determining purpose
   B. Prewriting
   C. Drafting
   D. Developing thesis
   E. Revising
   F. Editing
   G. Proofreading

V. Research and Documentation
   A. Integration of appropriate source material into their own writing as evidence to support their claim (signal phrase, direct quotation, paraphrase, and summary)
   B. Deployment of correct discipline-specific documentation styles
   C. Documentation of resource material by managing the discipline-specific documentation style
   D. Identification of research needs
   C. Location and evaluation of appropriate research material from print, electronic, and online library resources
   D. Selection and use of evidence to support claims
   E. Organization and tracking of resources for the research process